

School Name

iZone360

Our school is part of a community, called iZone360, which is reimagining the traditional school model in order to address the needs, strengths, and motivations of each student.



## Why We Need to Innovate

Students are entering an increasingly complex, knowledge-based world. The school system must adapt to if we want our students to be successful. In a world of information storage and recall, students need to know how to solve problems, make decisions, access and analyze information from multiple sources, communicate effectively orally and in writing, influence others, be flexible and adaptive, and work in teams. Our current system, which lacks connection to the technology that students live with, does not adequately prepare them for the knowledge-based economy. GTP needs to do just that.

## A New Approach to School

Over the next two years, we aim to provide more student-centered learning experiences that break down the distinction between learning and what kids care about and preparing them for the world. We will focus on technology and equipping kids to be effective online learners, providing opportunities with emphasis on developing soft skills and applying them through contextualization in apprenticeships; development of skills (based on Tony Wagner's global skills) and integration of them with real-world experiences in order to better prepare kids for what real life requires of them.

How can we reimagine and transform curriculum and assessment to help students meet or exceed the Common Core Standards and other rigorous academic standards?

have two central initiatives to reimagine and transform curriculum and assessment to help students meet or exceed the Common Core Standards and other rigorous academic standards:

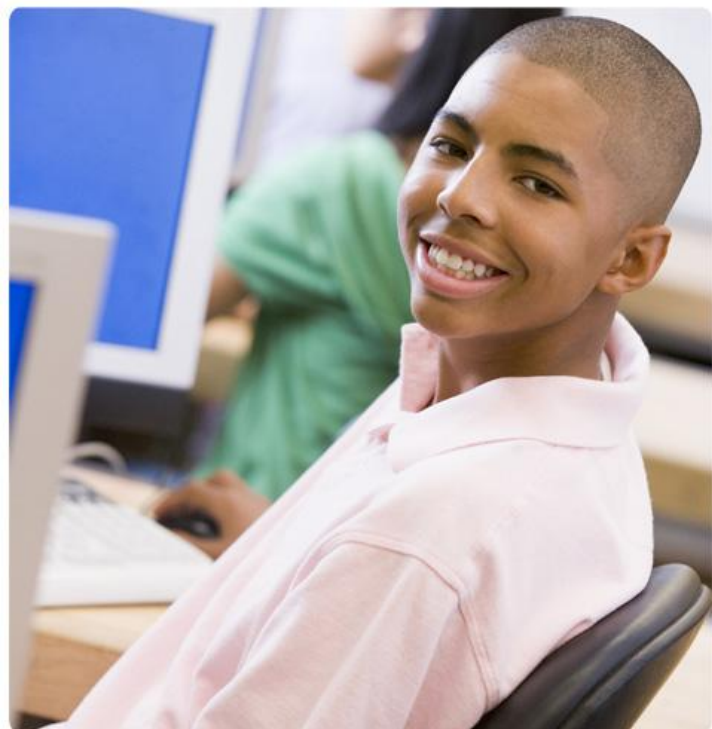
Engaging in challenge-based learning in a real world, authentic challenges that are student-directed, and

Extending the learning day until 6:00 PM to allow students to explore careers and connect with field experts.



How do curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities?

Curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities by integrating in authenticity into all aspects of the curriculum. Students also need voice in the curriculum, to understand how it connects to the real world, and to be required to produce work products that mirror 21<sup>st</sup> Century careers.



Students can work together with staff and families to create a personalized learning plan that helps them reach mastery at their own pace by holding periodic meetings that look at multiple sources of data and put the student in the center of creating their own learning plans. We also plan to study the work at IS 289 and develop a plan to do personalized coaching within the 3-6 time block so that all students develop and frequently check in on their personalized plans.



At Global Tech Prep, our opinion is that the best way for students to receive frequent and detailed feedback on their progress toward mastery is to shift the “ownership” of feedback and progress toward mastery from teachers to students. This means that teachers must post information on student progress frequently in both the classroom and in on-line environments. Students must then be explicitly taught how to access the information, reflect on it, and make a plan for moving forward.

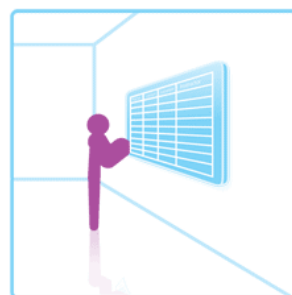
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How will students take ownership of their learning and learn how to work in a variety of live and virtual settings?

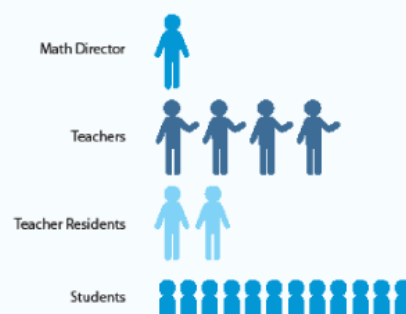
At Global Tech Prep, students will take ownership of their learning and work in a variety of live and virtual settings through our intensive blended learning work. In this learning environment, students use a variety of programs (PowerSpeak, Compass, iXL, digital portfolios, etc) to learn how to navigate on-line, independent learning.

Additionally, teachers will also require students to work in groups, collaborate, and grade each other's work, which shifts the focus from teacher as experts to peer collaboration and assessment as a central tool of learning.



How will staff take on new, flexible roles as coaches and facilitators to guide student learning? How can alternative staffing models help meet each student's needs?

Through both blended learning and the integration of Challenge-Based Learning at Global Tech Prep, staff must learn to let go of "controlling" the classroom at all times and moving to a role as facilitator. For example, in CLBs, students decide what their final work products will be, and it is the teacher's job to research and assist the students as they work through the project. Additionally, for on-line learning, teachers must explicitly instruct students on how to rely on computer research and their peers, not just the teacher. We are designing a specific curriculum to address this type of learning.



How can we create flexible and real-world learning environments by re-imagining our use of technology, scheduling, and community/home resources?

Leveraging multiple instructional modalities

Large Group Instruction



Small Group Instruction



Small Group Collaboration



Virtual instruction delivered by software



Virtual instruction delivered by remote instructors



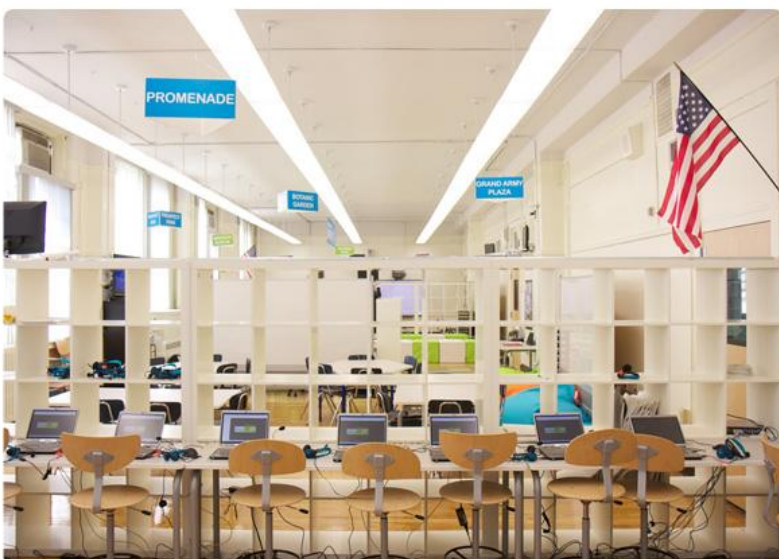
Independent learning



Peer tutoring



At Global Tech, we know we must mirror 21<sup>st</sup> Century working environments in order for our students to be successful once they leave our school. Therefore, we utilize technology to ensure that the home environment has the tools needed to continue the work we do at Global Tech Prep by ensuring that every student has a computer in his/her home through our partnership with Computers for Youth. Additionally, we know that a traditional school calendar (based on the harvesting schedule) will never lead to adequate preparation, so all GTP students are required to stay until 6:00 pm. During this time, they get help with homework, are exposed to careers by community and field experts, and engage in high school and college preparation. As we move forward with our FSD, we would like to leverage our use of technology to connect with experts around the world to really put the “Global” in GTP.





Students and parents begin their day with a text message reminder about important events and projects for the day. Parents also receive a “question of the day” in order to help facilitate those often difficult conversations between middle school students and parents.



Michael, a student at Global Tech Prep comes to school and begins to work independently on his part of the challenge on designing a new dance room for the school. His part of the project is to work on the dimensions of the room, choose materials, and stay within the budget.



Next, he meets with his group, where they all share on Google docs their parts of the challenge. They're preparing for their coaching meeting with the teacher the next day.



Later in the day, students go to Citizen Schools, where they receive help on their homework and are able to use their computers to complete any necessary work. Homework is both independent and in groups



Lastly, students go to either choice time or their apprenticeships. Here, they learn from field and community experts about careers, which culminate in a community celebration called a “WOW!”

